

TEACHER TALKING TIME (TTT) IN TEACHING ENGLISH AT THE SECOND YEAR STUDENT OF SLTPN 2 LILIRIAJA



A thesis

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PERNYATAAN KEASLIAN SKRIPSI

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ABSTRACT

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Second Year Student in SLTPN 2 Liliraja”
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This thesis focuses on the description of Teacher Talking Time (TTT) in ELT classroom. The objective of the research was (1) to find out the Teacher Talking Time (TTT) in ELT classroom of the second year student at SLTPN 2 Liliraja, and (2) to find out the implication of the TTT in ELT classroom of the second year student at SLTPN 2 Liliraja.

The writer applied descriptive method and purposive sampling technique to answer the problem of the research. The population of the research was all English teachers in second year student. The total number of population were in fact two English teachers who were only responsible to teach in the second grade classes.

The result of the data analysis, the writer concludes that the Teacher Talking Time (TTT) in ELT classroom of the second year student at SLTPN 2 Liliraja was still considered as high portion of TTT since the percentage of the total TTT was 4.385s (81.2%) by the teacher 1 and 4.069 s (75.3%) by the teacher 2 (observation result), and was 3476s (64.3%) by teacher 1, and 2262s (41.8%) by the teacher 2 (result of questionnaire) out of 5400s of the total duration. Consequently, the high portion of TTT brought a significant impact to Student Talking Time (STT) since the students just had less time participating in speaking activities which was only 1015s (18,79%) in T1 class, and 1331s (24,64%) in T2 class. The students were the passive learners since they were not given more opportunities to experience, practice, and chance to express their ideas.

CHAPTER I

INTRODUCTION

This chapter contains the background of the research which fundamentally undergirds this study, problem statement, objective of the research, significance of the research, and scope of the research. Those are described partially in every sub-topic of this chapter.

A. Background

In English Language Teaching (ELT), there are four important components called the perennial factors such as teacher, student, material, and context of time and place. Those factors are fundamentally underlining a process of teaching and learning. The absence of one of those factors will definitely be leading to the failure of teaching and learning process. Teacher has several roles in classroom and even outside classroom as motivator, controller, assessor, prompter, organizer, investigator, facilitator, educator, and role model for student. In terms of teaching, teacher has to be able to demonstrate a well-prepared, a professional, an knowledgeable, and skillfull individual as a role model for students.

There are some important things that teacher should know in English Language Teaching (ELT) such as class preparation, classroom management, teaching methodologies, assessment, syllabus and curriculum design. The classroom management consists of several important things

that a teacher should integrate such as time management (TTT and STT), classroom lay out (posters, chairs, boards, lighting, and temperature), grouping system (pairwork and groupwork), student management (the handling of smart, poor, rude, quiet, talkative, lazy, and diligent pupils), and assessment (individual and group assessment).

Harmer. J. (1998; p.4) states that a good teacher maximises STT and minimises TTT. Therefore, the students should have more time to speak than the teacher, but in many cases occurred in ELT the teacher seemed to be dominating the time to speak during the lesson and the student had less time to speak. The learning process is simply involving one-way communication where the teacher talked too much in explaining while the students are sitting and listening. It is not in line with Kroehnert. G (1995; p.3) that the principle of learning must cover a two-way communication involving both teacher and student. Therefore, it will create an interaction between learner and teacher.

Harmer. J (1991;p.236) states that when teachers are acting as controllers, they tend to do a lot of the talking, and whilst we may feel uneasy about the effect this has on the possibilities for Student Talking Time (STT) it should be remembered that it is frequently the teacher, talking at the student's level of comprehension, who is the most important source they have for roughly-tuned comprehensible input. Therefore, the

domination of teacher talk in ELT classroom has become a major problem in succeeding a teaching and learning process.

R. J. Kizlik (2007) stated that from his teaching experience and from discussions and teaching many hundreds of teachers and thousands of teacher education students, there emerge common threads of understanding and skill that good teachers weave into an effective personal style of teaching. Assess your own knowledge and values in terms of your thoughts about the following points of a good teacher or lecturer:

- *are good at explaining things.* Do you like to explain how something works, or how something happened? Being comfortable with explaining content to students is an essential skill for teachers.
- *keep their cool.* There will be times when you will be tempted to scream or yell at your students, other teachers, parents, administrators, and so on. Good teachers are able to successfully resist this urge.
- *have a sense of humor.* Research has consistently shown that good teachers have a sense of humor, and that they are able to use humor as part of their teaching methods. Humor, used properly, can be a powerful addition to any lesson.
- *like people,* especially students in the age range in which they intend to teach. Most teachers choose an area of specialization such as elementary education, special education, secondary education, or higher

education because they have a temperament for students in those age ranges. If you are not comfortable working with young children, don't major in elementary education!

- *are inherently fair-minded.* They are able to assess students on the basis of performance, not on the students' personal qualities.
- *have "common sense."* It may sound a bit corny, but good teachers are practical. They can size up a situation quickly and make an appropriate decision. Whether managing a classroom, leading students on a field trip, seamlessly shifting from one instructional procedure to another, assigning detentions, supervising an intern, or dealing with policy and curriculum issues in the school, there is no substitute for common sense.
- *have a command of the content they teach.* For elementary school teachers, that means having knowledge of a broad range of content in sufficient depth to convey the information in meaningful ways to the students. For secondary school teachers, it usually means having an in-depth command of one or two specific content areas such as mathematics or biology.
- *set high expectations for their students and hold the students to those expectations.* If you are thinking about becoming a teacher, you should

set high expectations for yourself, and demand excellence not only of yourself, but your students as well.

- *are detail oriented.* If you are a disorganized person in your private life, you will find that teaching will probably be uncomfortable for you. At the very least, teachers must be organized in their professional and teaching duties. If you're not organized and are not detail oriented, teaching may not be the best choice of a profession for you.
- *are good managers of time.* Time is one of the most precious resources a teacher has. Good teachers have learned to use this resource wisely.
- *can lead or follow,* as the situation demands. Sometimes, teachers must be members of committees, groups, councils, and task forces. Having the temperament to function in these capacities is extremely important. At other times, teachers assume leadership roles. Be sure you are comfortable being a leader or a follower, because sooner or later, you will be called on to function in those roles.
- *don't take things for granted.* This applies to everything, from selecting a college or school of education to filing papers for certification. Good follow-through habits should be cultivated throughout life, but they are never more important than during your teacher education program. Read the catalog, know the rules, be aware of prerequisites and meet deadlines. In one sense, you don't learn to teach by getting a degree and

becoming certified. You learn to teach in much the same way you learned to drive — by driving. You learn to teach by teaching, by making mistakes, learning from them and improving. The purpose of a teacher education program is to get you as ready as possible to learn how to teach by subjecting you to a variety of methods and experiences that have a basis in tradition and research.

The focus of this study will be working on Teacher Talking Time (TTT) in ELT classroom. This study is undertaken considering the role of teacher as controller in the classroom that will definitely bring implication to the Student Talking Time (STT). It is indeed not the students as the main focus of this study because they have nothing to do with classroom setting but the teacher. Otherwise, the students can just go through the teacher's classroom design, methodology, strategy, and lesson plan.

This research is definitely urgent for teacher in order to minimize the TTT in teaching English. This will help the teacher to organize the class without spending much energy in talking. Therefore, the students can have more time to practice and learn than be a passive student. The passive students are just listening and almost no time for practice. This research suggests that the next research should try to formulate a design for minimizing the Teacher Talking Time (TTT) and maximizing the Student Talking Time (STT).

This research is an initial study in the area of teaching strategy which will give an overview about the Teacher Talking Time (TTT). In English teaching classroom particularly in SLTPN 2 Liliriaja, the Teacher Talking Time seemed to be dominating the process of learning in the classroom since the initial data obtained from the student shows that they have less time for practice. The data is obtained through an initial observation by involving the second grade students who were chosen randomly. It can be assumed that the students have problems with the learning process in the classroom. It is indeed the teacher will be responsible for this chaos. Therefore, the teacher must organize the classroom effectively and efficiently.

This initial research in the area of teaching and learning strategies has to be in serious attention. Therefore, the researcher conducted a research under the title “Teacher Talking Time in Teaching English at the second year student of SLTPN 2 Liliriaja”. The research is expected to be useful for the teachers of English in organizing the classroom.

B. Problem statement

Based on the background above, the writer formulates the research questions as follows:

1. How is the Teacher Talking Time (TTT) in teaching English at the second year student of SLTPN 2 Liliriaja?
2. What is the implication of the TTT in English teaching classroom of the second year student at SLTPN 2 Liliriaja?

C. Objective of the research

Based on the problem statement above, the writer sets the objective of the research as follows:

1. to find out the Teacher Talking Time (TTT) in teaching English at the second year student of SLTPN 2 Liliriaja
2. to find out the implication of the TTT in teaching English at the second year student of SLTPN 2 Liliriaja

D. Significance of the research

This research is dealing with the interaction between teacher and student. Therefore, the significance of the research is bringing benefits to both teacher and student, and for further study on this field. The significance of the research are as follows:

1. Teacher

This research provided useful information for teacher in organizing, controlling, and managing the classroom. The result of the research definitely showed how was actually handled and organized. With this information, the teacher could determine the best strategies to cope them with.

2. Student

This research was also be significant for students because the implementation of TTT is definitely bringing impacts to them. Students were the participants in a learning activity, so the better the teacher performs in the classroom, the better the students will be.

3. Further study or research

The result of this research would be the reference for the next researchers to conduct a further discussion on this topic particularly in finding several strategies for minimizing the Teacher Talking Time (TTT), or for reducing the Student Talking Time (STT).

E. Scope of the research

This study applied a descriptive qualitative research under the discipline of English Language Teaching (ELT). It will focus on Teacher Talking Time (TTT) in teaching English that involves the English teacher of the second year at SLTPN 2 Liliraja. The TTT will be analyzed through the teaching procedures in ELT that involve pre-teaching, whilst-teaching, and post-teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer includes several related literatures that underpinning the study. The chapter consists of related findings on TTT, some pertinent ideas, conceptual framework, and resume

A. Related findings on TTT

Some studies have been conducted in the area of English Language Teaching (ELT) particularly in the Classroom Language Teaching (CLT). The researchers come up with several findings as follows:

1. Anas, I (2010). Minimizing TTT in ELT classroom through discussion questions. He found that discussion questions were significantly minimizing the TTT and increasing the STT.
2. Warren,T (2003). Teacher Talk in my Classroom. He found that a reduction of TTT has helped the target group to be more autonomous.
3. Cullen R (1998). In the era of communicative language teaching, analyses of teacher talk typically focus on the characteristics that make, or fail to make such talk ‘communicative’. In most cases, the criteria for communicativeness are taken from what is felt to constitute communicative behaviour in the world outside the classroom. Thus, communicative classrooms are held to be those in which features of genuine communication are evident, and, by exclusion, classes where

they are not present are considered to be uncommunicative. In the case of teacher talk, similar criteria might be used to assess such aspects of classroom language use as the kind of questions teachers ask their students, or the way they respond to student contributions. In this article, I argue that this analysis of teacher talk is oversimplistic, and ultimately unhelpful to teachers since its attempt to characterize communicativeness only in terms of features of authentic communication which pertain outside the classroom ignores the reality of the classroom context and the features which make for effective communication within that context.

4. Le Thanh H (2012). Teacher Talk at Ly Tu Tan High School, Hanoi and its implications for effective classroom interactions The research reveals that teachers occupy most of the time in classroom by introducing, explaining, telling and giving - a real kind of monologue. In initiating an interaction, invitation is the first preferred choice by both teachers and students, but the least employed one. In ways of follow-up, when students produce no answer or an incorrect answer, teachers usually prefer ways of prompting, and this is what teachers really did in class. However, students prefer to be informed by the teacher. When students provide the expected answer, they also prefer to be commented, rather than being just simply acknowledged. It is suggested that teachers should pay more attention to their language in

the process of interactions with students, so as to provoke more effective interactions in class.

B. Some pertinent ideas

1. Definition of Teacher Talking Time

In English Language Teaching, the interaction between teacher and students is obviously exist. The process of transferring knowledge from teacher to students or from one student to others requires interaction both formal and non-formal. The teacher has to take many actions to make the students understand the targeted lesson.

Harmer (1998; 4) defines Teacher Talking Time (TTT) as the amount of time spent by teacher talking in the classroom. The teacher spends more time in talking in the classroom basically. He also emphasizes that a teacher should try to minimize the TTT and maximize the STT because a teacher is just a facilitator, organizer, planner, and educator. The STT should be maximized in order to get the student speak more than the teacher.

2. Definition of Student Talking Time

It has been described above the definition of Teacher Talking Time (TTT), so it is necessary to give an overview about the STT. It is known that students are sometimes very quiet in the classroom particularly in learning language (English) which requires students to be more pro-active

in speaking, but unfortunately the students seem to be active listeners. It is a major problem faced in ELT classroom.

It can be defined that STT is the amount of time (including pauses) used by the student in talking during the lesson time. The students will have more opportunity in practicing, commenting, asking questions, and participating in all activities in the classroom rather than being active listeners. They will be dominant in all classroom interaction; therefore, it will help the teacher in minimizing the Teacher Talking Time (TTT). The best lessons are ones where STT is maximized, but where appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story, enter into discussion, etc. good teacher use their common sense and experience to get the balance right.

3. The role of TT in foreign language learning

There is no learning without teaching. So as a tool of implementing teaching plans and achieving teaching goals, teacher talk plays a vital important role in language learning. Quite a few researches have discussed the relationship between teacher talk and language learning. As Nunan (1991) points out: “Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing

their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.” The amount and type of teacher talk is even regarded as a decisive factor of success or failure in classroom teaching. (Hakansson, cited from Zhou Xing & Zhou Yun, 2002)

According to SLA theory, plenty of and high-quality input is the necessary element for successful language learning. There is no learning without input. “If the second language is learnt as a foreign language in a language class in a non-supportive environment , instruction is likely to be the major or even the only source of target language input” (Stern, 1983:400). Here instruction refers to teacher instruction --teacher talk. In China, classroom is the chief source for language learner in most places and the only source in some places, TT serves as the major target language input for the language learners. Stern proposed a teaching-learning model which identified two principle actors, the language teacher and the language learner. (See Figure 2.1) “The teacher, like the learner, brings to language teaching certain characteristics 1 which may have bearing on educational treatment: age, sex, previous education, and personal qualities. Above all, the language teacher brings to it a language background and experience, professional training as a linguist and teacher, previous language teaching experience, and more or less formulated theoretical

presuppositions about language, language learning and teaching” (Stern, 1983: 500). These characteristics of language teacher are rELTected in different characteristics and forms of TT. Stern’s teaching-learning model reveals the important role of the language teacher and teacher talk during the process of language learning.

4. Patterns of classroom interaction

Brown (2001) introduces the guidelines that help look into teacher and students roles as initiators of interaction in the classroom. The introduction of list is from the work of Moskowitz (1971, 1976) known as the FLINT (Foreign Language Interaction) model, which gives us some categories in the classroom observation. The list is a little revised to meet the ELT middle classroom context. For example, category 26 is added to explain the task of teacher lecturing, and student talk is also revised according to the reaction to teacher talk in the classroom.

Patterns of Classroom Interaction

| No Tasks | No Tasks | No Tasks |
|--------------|---------------------|----------------|
| 1 accepting | 14 correct mistakes | 27 accepting |
| 2 discussing | 15 order | 28 affirmative |
| answer | | |
| 3 praising | 16 request | 29 negative |
| answer | | |

| | | |
|-------------------------|----------------------|---------------|
| 4 encouraging | 17 giving direction | 30 question |
| 5 conforming | 18 directing drills | 31 request |
| 6 joking | 19 criticizing | 32 rejection |
| 7 making fun | 20 rejection | 33 surprising |
| 8 explaining | 21 anger | 34 laughter |
| 9 clarifying | 22 smile | 35 noise |
| 10 repeating words | 23 silence | 36 silence |
| 11 display question | 24 monolog | |
| 12 giving information | 25 borrowing | |
| 13 referential question | 26 translation in L1 | |

(Adapted Foreign Language Interaction Analysis (FLINT) system from Moskowitz (1971, 1976)

5. Types of Teacher Talk

Teacher tasks mean the content of lesson that each teacher treats during each period of the class. Each teacher has his/her own methods of teaching style though they teach the same content of a textbook. Major types of teacher talks can be selected from the 26 tasks of teacher talk type according to the frequency of utterance during classes. Table below indicates the rank of teacher talk selected from 26 categories.

Class A (teacher A) speaks explaining (type 8) more frequently than other task of teacher talk. She speaks display question (type 11) second time and

she frequently explains the topics in L1 translating (type 26) in order to make students understood easily.

In question types, teacher A asks students ‘display question’ or ‘request,’ whereas teacher B usually prefers to ask students in request first and then employs two types of questions: display and referential question. To analyze the difference between the classes, the explanation on the main teacher task should be required: elicitation, questions, and feedback.

Major Five Types of Teacher Talk

| Teacher A | | Teacher B | |
|------------------|-------------------|----------------------|-------|
| Rank | Talk type | Talk type | Turns |
| 1 | explaining | explaining | 1383 |
| 2 | display question | request | 669 |
| 3 | translating in L1 | display question | 330 |
| 4 | request | referential question | 233 |
| 5 | conforming | conforming | 156 |

(Adapted from Shim, Jae Hwang, 2005 pp. 73-88)

With regard to defining the notion of ‘communicative teacher talk, I would suggest that rather than comparing the way teachers talk in the classroom with the way people talk outside it, a more productive approach would be to identify categories of teachers’ verbal behavior in the classroom, and attempt to determine what it means to be communicative in each one, and what might constitute a communicative balance of

behaviours for different teaching and learning purposes. The following six categories are adapted from a list of categories of classroom verbal behaviour in Bowers (1980), cited in Malamah-Thomas (1987), identified through a process of classroom observation and analysis of lesson transcripts:

- Questioning/eliciting
- Responding to students' contributions
- Presenting/explaining
- Organizing/giving instructions
- Evaluating correcting- 'sociating'/establishing and maintaining classroom rapport.

In order to determine how communicative a teacher's use of a particular category, such as questioning, is in a particular lesson, one would take into account not only the extent to which particular questions engaged the students in meaningful, communicative use of language, but also the pedagogical purpose of the questions asked, and the teacher's success in communicating this purpose clearly to the learners. In the same way, a teacher's classroom instructions might be assessed as being more or less communicative according to how clearly they were understood and followed, whether they were sufficient or even superfluous, and whether the teacher allowed opportunities for the students to seek clarification and to 'negotiate meaning'.

6. The features of TT

Most of the researches on teacher talk mainly focus on its features and TT has many kinds of features. According to some scholars (Hu Xuewen, 2003; Dai Weidong & Li Ming, 1998), teacher talk is regarded as a special simplified code with double features.

The first one refers to the form of teacher talk, such as the speed, pause, repetition, modifications of teacher talk. The second one, which refers to the features of the language that teachers use to organize and control classes, includes the following aspects: the quality and quantity of teacher talk; the questions teachers use; interactional modifications and teachers' feedback. In China, some scholars call the first one "the formal features of teacher talk" and the second one "the functional features of teacher talk" (Hu Xuewen, 2003).

There are a number of characteristics of teacher talk which we might identify as being communicative (see Thornbury 1996). Some of these are:

1. The use of 'referential' questions, where the teacher asks the class something (e.g. 'What did you do at the weekend?') to which he or she does not know the answer, and which therefore has a genuine communicative purpose. This is in contrast to typical 'display' questions (e.g. comprehension questions on a reading text) to which the teacher already has the answer, and only asks so that the class can display their understanding or knowledge. Insights from analyses of

discourse inside and outside the classroom (e.g. Long and Sato 1983) have revealed very marked differences between typical classroom talk and non-classroom talk in this respect.

2. Content feedback by the teacher, where the teacher's response to student contributions focuses on the content of what the student says-the message-rather than on the form (e.g. the correctness of the grammar or pronunciation).
3. The use of speech modifications, hesitations, and rephrasing in the teacher's own talk, e.g. when explaining, asking questions, giving instructions, etc.
4. Attempts to negotiate meaning with the students, e.g. through requests for clarification and repetition, and giving opportunities for the students to interrupt the teacher and do the same.

7. The amount of TT

According to second language acquisition theories, both teachers and students should participate in language classes actively. Teachers have to face two tasks in language classrooms: 1) offer enough high-quality English language input; 2) offer more opportunities for students to use the target language. So the distribution of teacher talk time, as an important factor that affect language learning, has been concerned by many scholars. An important issue is whether the amount of teacher talk influences

learners' L2 acquisition or foreign language learning. A great number of researchers have testified this. Researches in language classrooms have established that teachers tend to do most of the classroom talk. Teacher talk makes up over 70 percent of the total talk. (Cook, 2000; Legarreta, 1977; Chaudron, 1988; Zhao Xiaohong, 1998) It is evident that if teachers devote large amounts of time to explanations or management instructions, student talk will be indeed severely restricted. Teacher-initiated talk will dominate the classroom, allowing little opportunity for extended student talk. In such an environment, students have little opportunity to develop their language proficiency. In order to avoid the overuse of teacher talk, many scholars tend to maximize student talk time (STT) and minimize teacher talk time (TTT) (Zhao Xiaohong, 1998; Zhou Xing & Zhou Yun, 2002). Harmer points out that the best lessons are ones where STT is maximized. Getting students to speak -- to use the language they are learning -- is a vital part of a teacher's job (Harmer, 2000: 4). American scholar Wong-Fillmore put forward her finding that is different from others' after observing primary language classrooms for three years. She found all the success in SLA occurred in teacher-dominated classes. In contrast, little SLA took place in classes with too much interaction among students. Fillmore explained these results in terms of the type of input which was received in the different classrooms. In successful classrooms

the teachers serve as the main source of input, the learners can receive enough and accurate input. However in student-centered classrooms, the pupils did not receive so much teacher input, and tended to use the L1 when talking among themselves. Therefore, Fillmore argued the amount of TT should not be decreased blindly. If do so, she suggested two conditions to ensure successful SLA in classrooms from the 40 classes she investigated: one is the students must have high-level language proficiency, so that they can communicate with their teacher and among themselves; the other is there must be enough students who want to communicate in class. If the two conditions do not exist in classrooms, the decrease of teacher talk time won't lead to successful language learning. Can the classrooms in China meet the two conditions? What is the appropriate amount of teacher talk in college English classrooms in China?

8. Creating opportunities for talk

Against the background I have outlined up to this point, I believe that we as language teachers need to look at our practices and to find ways of promoting talk almost as an educational imperative in our classrooms. If we, in the 'front line' of the business of communication, don't do it, who will? In general terms, we need to:

- Show that we value talk and that we listen to *what* our students have to say as well as how they say it
- Promote a ‘listening culture’ in our classrooms
- Ask more challenging questions to engage higher order thinking skills and be ready to accept unexpected answers
- Allow silences and time for thought
- Challenge and change stultifying routines such as the three-stage classroom exchange
- Plan and build in meaningful tasks to encourage productive talk
- Encourage students to ask questions, initiate talk and to seek for meanings
- Involve students in decision-making
- help learners to ‘find a voice’ in English

C. Conceptual framework

The conceptual framework of this study is dealing with the English Language Teaching (ELT) interaction in ELT classroom. The interaction involves both teacher and students where it is necessary to get it under control. The concept will be about the Teacher Talking Time in ELT classroom and its implementation. The conceptual framework is as follows:

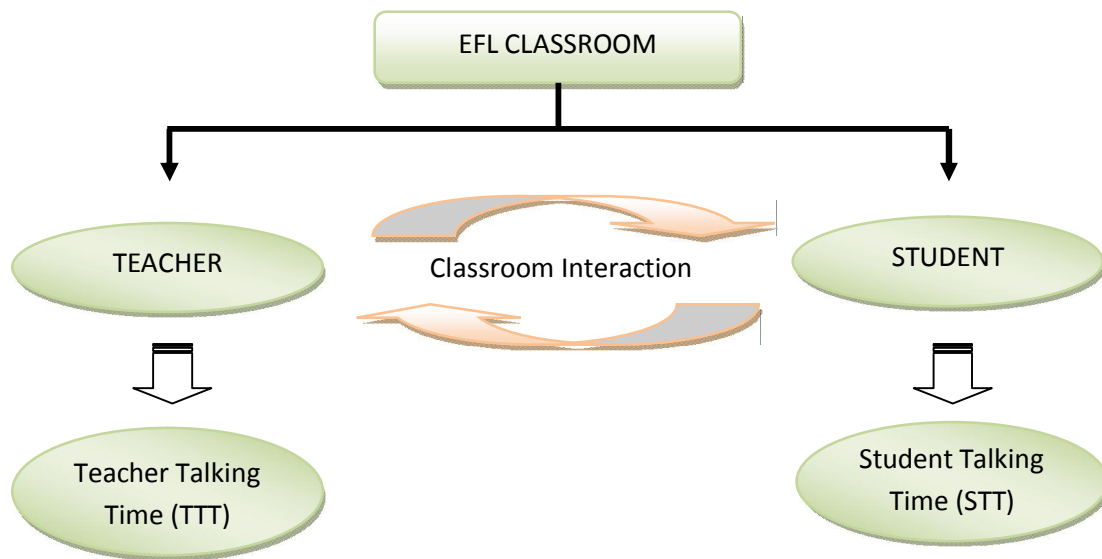


Figure 1. Conceptual framework of TTT

ELT classroom involves interaction between teacher and students, so the teacher as facilitator will have more opportunity in organizing the class. The teacher will interact with the students, and so will the students. The amount of time used by the teacher may vary depending on the teachers themselves. In this framework, we can see that teacher and student will have the same opportunity in using the talking time. Therefore, this study is to see the TTT which will directly give impact to STT. The TTT is prioritized because the teacher has a full control of the classroom organization and management.

D. Resume

Teacher Talking Time (TTT) is basically the amount of talk spent by the teacher in classroom learning activities which is just not including the

explanation of the materials, but also the type of speech which requires the teacher to produce words or sentences during the lesson time.

Student Talking Time (STT) is the speech activity of the students in classroom learning activities such as conversation among other students, asking and responding, complaining, yelling, discussion, etc. Both TTT and STT are influencing one another in which the TTT is increasing when the TTT is decreasing; conversely the STT is increasing when the TTT is decreasing.

A good classroom interaction and learning activities is giving more opportunity to students to use the STT rather than just participating in the classroom inactively.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer presents the research design, population and sample, research instrument, procedure in collecting data, technique of data analysis.

A. Research design

The research will use a descriptive qualitative method. It is to give description about the Teacher Talking Time (TTT) in teaching English. The description will cover several stages in English Language Teaching (ELT) such as pre-activity, whilst activity, and post activity.

B. Population and sample

The population of the research will be the English teachers in ELT classroom of SLTPN 2 Liliraja

The sample of the research will be the English teachers in ELT classroom of the second year in SLTPN 2 Liliraja

C. Research instrument

The research will use two kinds of instrument as follows

1. Observation sheet

The observation sheet is used to observe the teacher in ELT classroom. The observation will cover several indicators of teacher

talk in classroom interaction. This is also to see how long a teacher will spend time talking in the classroom.

2. Questionnaire

The questionnaire will be distributed to teacher to acquire necessary information related the teacher talk. The questions are just simple questions related to the classroom interaction between teacher and students. Therefore, the teacher will give information based on their experience organizing the lesson.

D. Procedures of collecting data

The procedures of collecting data are as follows

1. The researcher will conduct a partial observation in ELT classroom
2. The data obtained through the observation sheet will then be analyzed through percentage calculation system
3. The result of the analysis will be displayed through charts
4. The researcher will spread the questionnaires to the teacher
5. The data from the questionnaire will be analyzed through percentage system, then be displayed through charts
6. Finally, the researcher will interview the teachers for validation of the data

E. Technique of data analysis

In language teaching classroom, the teaching and learning stages are divided into three phases, they are pre-activity, whilts activity, and post activity. The teaching will approximately be done in 90 minutes, so the research will see the TTT in pre-activity, whilts activity and post activity. The following arithmetical formula was applied for reckoning the percentages of talking time in both classrooms:

$$PTTT = (TTT/TTCR) \times 100$$

Where:

PTTT = Percentage of Teacher Talking Time.

TTT = Teacher Talking Time.

TTCR= Total of Talk in the Classroom (TTT + STT)/ length of the lesson taught

(Hitotuzi, 2005)

CHAPTER IV FINDING AND DISCUSSION

This chapter deals with the description of data analysis or findings and discussion.

A. Findings

1. Teacher Talking Time in ELT Classroom

The research was conducted in ELT classroom of the second years in SLTPN 2 Liliraja. The observation involved the English teachers (2 English Teachers). Those two teachers were observed partially in ELT classroom. The result of the observation of teacher 1 is described below:

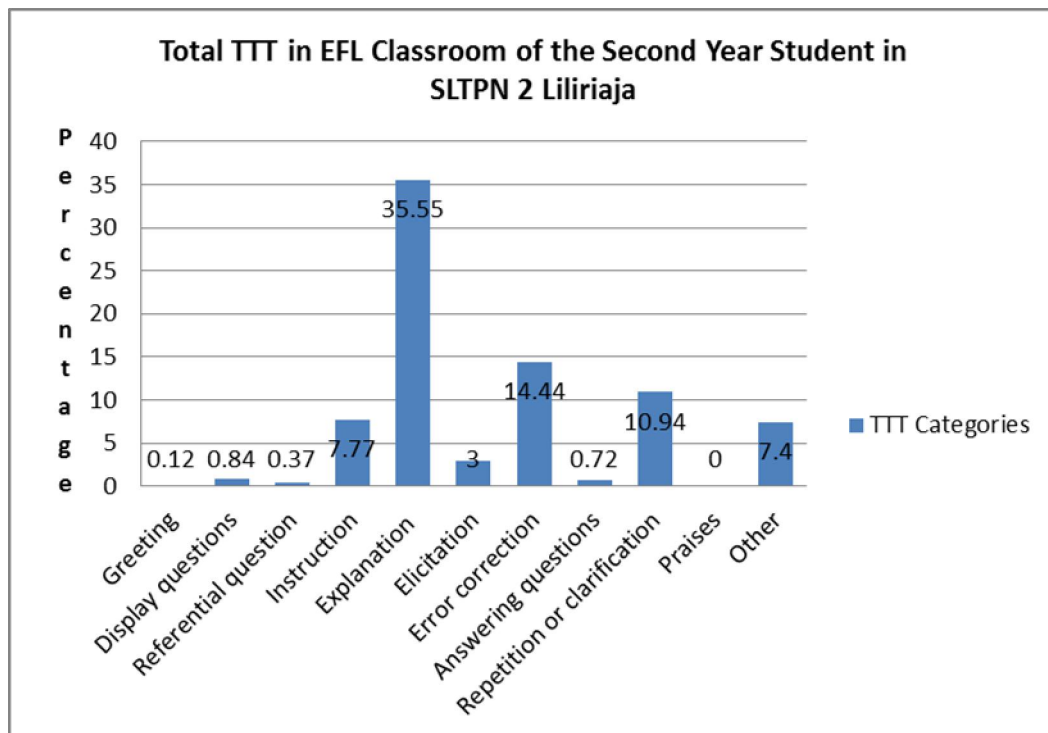


Chart 1. Total TTT in ELT Classroom of the Second Year Student in SLTPN 2 Liliraja

The graph indicates the total TTT in ELT Classroom of the Second Year Student in SLTPN 2 Liliraja. It can be seen very clearly that the total percentage of the TTT is dominated by “Explanation” with 35.55%. Error correction follows in second place with 14.44%. The third place belongs to repetition and clarification with 10.94% just about 3.5% less than the error correction.

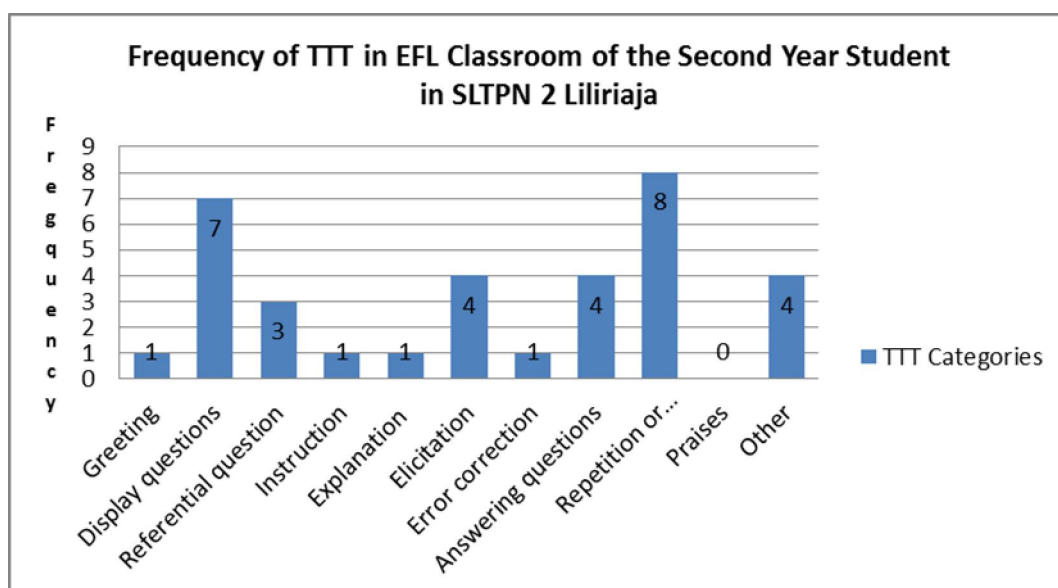


Chart 2. Frequency of TTT in ELT Classroom of the Second Year Student in SLTPN 2 Liliraja

The chart above illustrates the frequency of TTT in *ELT* classroom of the second year student in SLTPN 2 Liliraja. Generally, the repetition or clarification is the highest among the others with 8 times, then it is followed by the display questions in the second place with 7 times. Elicitation, answering questions, and others remain the same points with 4 times. Greeting, instruction, explanation, and error correction also remain

the same point with 1 time. Otherwise, there is one category showing no frequency with 0 point which belongs to praises. The teacher never gave praises to students which were supposed to be.

| Teacher speech types | Description | | Frequency (units of speech) | Actual teacher speaking time (second) | total speaking time (in second) | %age of total teacher speaking time |
|------------------------------------|---|-----------------|-----------------------------|---------------------------------------|---------------------------------|-------------------------------------|
| Greeting | Teacher greets the students (e.q. good morning, assalamu alaikum, etc) | to whole groups | 1 | 7 | 7 | 0,12 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Display questions | T asks questions that S knows the answers | to whole groups | 3 | 2,2,4 | 8 | 0,14 |
| | | to individuals | 4 | 5,10,8,15 | 38 | 0,70 |
| Referential questions | T asks questions that S doesn't know the answer | to whole groups | 3 | 6,8,6 | 20 | 0,37 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Instructions | T gives instructions | to whole groups | 1 | 420 | 420 | 7,77 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Explanation | T explains a point (grammatical, meaning of vocabulary item, functional point, or relating to content [them/topic] of the lesson) | | 1 | 32 m =1920 s | 1,920 | 35,55 |
| Elicitation | T elicits sentences, words, etc from the Ss- whole groups | | 4 | 20,32,70, 40 | 162 | 3,00 |
| Error correction | T corrects errors | to whole groups | 1 | 13 m= 780 s | 780 | 14,44 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Answering questions | T responds to or answers questions | Ss questions | 0 | 0 | 0 | 0,00 |
| | | T questions | 4 | 10,12,8,9 | 39 | 0,72 |
| Repetition or Clarification | T asks Ss to repeat or to clarify a point | | 7 | 8,9,16,11, 7 | 51 | 0,94 |
| | T repeats or clarifies a point to Ss | | 1 | 9 m= 540 s | 540 | 10,00 |
| Praises | T praises the Ss answers, efforts, etc | | 0 | 0 | 0 | 0,00 |
| Other | Agreeing with Ss, Attracting Ss attention, joking, teasing, etc | | 4 | 240,30,10 ,120 | 400 | 7,40 |
| | Total | | 34 | 4385 | 4385 | 81,52 |

Table 1. Tally and timing sheet categories and frequencies of the teacher talk SLTPN 2 Liliraja (teacher 1)

The table illustrates the tally and timing sheet categories and frequencies of the teacher talk. The total percentage indicates a high level of the teacher talk since the value is 81,52% where the time spent by the teacher shows 4.385 seconds out of 5.400 seconds (90 minutes) of the lesson duration. It can be concluded that more than a half of the lesson duration dominantly used by the teacher during the learning interaction in the classroom. Consequently, the teacher spent much energy in explaining the materials, prompting, clarifying, eliciting, and other speech types.

The result above illustrates the Teacher Talking Time (TTT) of one teacher. As the comparison, the writer involved another respondent (teacher 2) in his classroom observation activity. The illustration of the observation result of the second teacher is shown in the following graphs and tally of timing sheets categories and frequencies of the teacher talk.

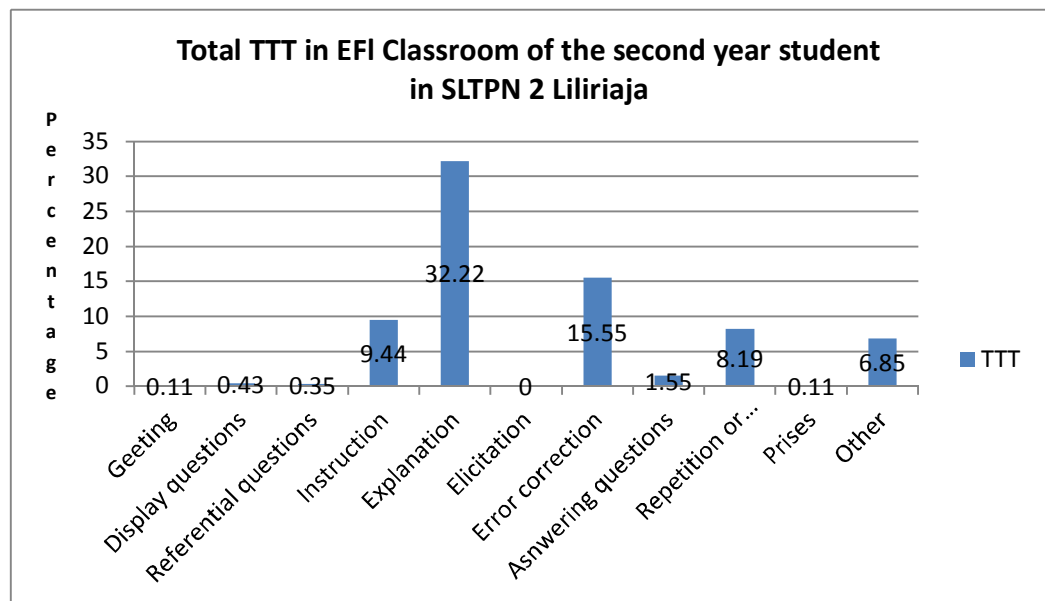


Chart 3. Total TTT in ELT classroom of the second year student in SLTPN 2 Liliraja

It can be seen from the chart above that the total Teacher Talking Time (TTT) in ELT classroom is significantly dominated by explanation which is 32.22%. The second position is error correction since the percentage of the TTT is 15.55% and the third position belongs to instruction since the total percentage score is 9.44. The teacher also spends 0.11% of the total time at the very beginning of the class session for the greeting. The teacher then displays some question and spends 0.43% of the total time. After that the teacher spends 0.35% for referential questions. During the classroom teaching activities, the teacher seemed not to be aware of giving praises to students since the score is 0.11%.

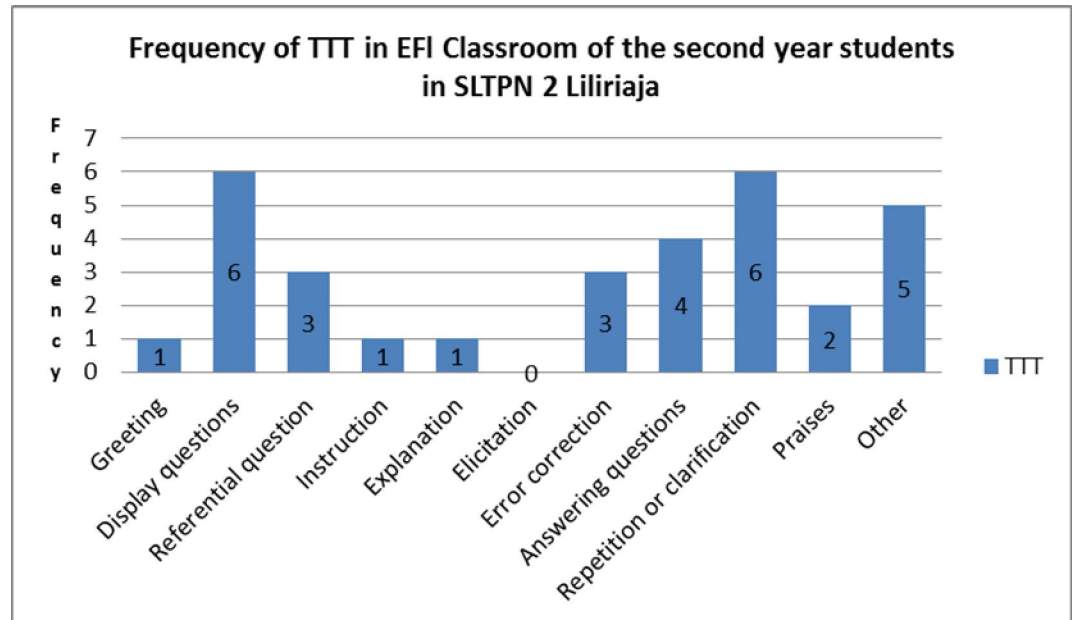


Chart 4. Frequency of TTT in ELT classroom of the second year student in SLTPN 2 Liriaja

The chart shows the frequency of TTT in *ELT* classroom of the second year students in SLTPN 2 Liriaja. The trend of the frequency is different among the the speech types. The teacher only greeted the student once which is equal with instruction and explanation. The most frequent belongs to display questions and repetition or clarification with 6 times. The referential questions and error correction had the same frequency with 3 times. Among the speech categories, there was a type of speech which was never done by the teacher, it is elicitation with 0 frequency.

| Teacher speech types | Description | | Frequency (units of speech) | Actual teacher speaking time (second) | total speaking time (in second) | %age of total teacher speaking time |
|------------------------------------|---|-----------------|-----------------------------|---------------------------------------|---------------------------------|-------------------------------------|
| Greeting | Teacher greets the students (e.q. good | to whole groups | 1 | 6 | 6 | 0,11 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Display questions | T asks questions that S knows the answers | to whole groups | 4 | 4,3,4,5 | 16 | 0,29 |
| | | to individuals | 2 | 3,5 | 8 | 0,14 |
| Referential questions | T asks questions that S doesn't know the | to whole groups | 3 | 6,8,5 | 19 | 0,35 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Instructions | T gives instructions | to whole groups | 1 | 510 | 510 | 9,44 |
| | | to individuals | 0 | 0 | 0 | 0,00 |
| Explanation | T explains a point (grammatical, meaning of | | 1 | 1,740 | 1,740 | 32,22 |
| Elicitation | T elicits sentences, words, etc from the Ss- whole groups | | 0 | 0 | 0 | 0,00 |
| Error correction | T corrects errors | to whole groups | 1 | 600 | 600 | 11,11 |
| | | to individuals | 2 | 120,120 | 240 | 4,44 |
| Answering questions | T responds to or answers questions | Ss questions | 4 | 30,10,20, 24 | 84 | 1,55 |
| | | T questions | 0 | 0 | 0 | 0,00 |
| Repetition or Clarification | T asks Ss to repeat or to clarify a point | | 5 | 8,12,14,9, 7 | 50 | 0,92 |
| | T repeats or clarifies a point to Ss | | 1 | 420 | 420 | 7,77 |
| Praises | T praises the Ss answers, efforts, etc | | 2 | 3,3 | 6 | 0,11 |
| Other | Agreeing with Ss, Attracting Ss attention, joking, teasing, etc | | 5 | 180,30,20 ,80,60 | 370 | 6,85 |
| | Total | | 32 | 4069 | 4069 | 75,3 |

Table 2. Tally and timing sheet categories and frequencies of the teacher talk SLTPN 2 Liliraja (teacher 2)

The tally timing sheet shows the frequencies of the Teacher Talking Time (TTT) which are varied among the categories. The actual teacher speaking time illustrates the numbers of seconds that the teacher spent talking during the class time. The total time spent by the teacher was 4069 seconds out of 5400 seconds. It can be seen that explanation took 1,740 seconds or 32.22% of the total allotted time, so the teacher spent much in in this category which significantly influenced the Student Talking Time

(STT). The students simply had less time participating in the classroom learning activities due to limited time given by the teacher.

The illustration above is also in line with the result of the questionnaires distributed to teachers. The questionnaires were distributed to two teachers who were in charge for the second grade student classes. The result of the questionnaires is shown below.

| No | Type of speech | Time spent | |
|----|--|--------------------------|--------------------------|
| | | Teacher 1 (in second) | Teacher 2 (in second) |
| 1 | Greeting | 6 | 5 |
| 2 | Display questions | 120 | 70 |
| 3 | Referential questions | 30 | 20 |
| 4 | Instruction | 300 | 320 |
| 5 | Explanation | 1800 | 1300 |
| 6 | Elicitation | 520 | 0 |
| 7 | Error correction | 400 | 300 |
| 8 | Praises | 0 | 7 |
| 9 | Answering questions | 20 | 60 |
| 10 | Other (agreeing, teasing, joking, etc) | 280 | 180 |
| | | 3476 | 2262 |

Tabel 3. Result of the questionnaire of Teacher Talking Time (TTT)

The table above shows the result of the questionnaires of the Teacher Talking Time (TTT). The teacher mostly spent much time in explanation session since the total time used was 1800s and 1300s. In the other hand, Instruction and Error correction also took more time since the total time was 300s and 320s for instruction, and 400s and 300s for error correction. The total time spent during the classroom learning activities

was 3476s by teacher 1, and 2262s by the teacher 2. Those numbers are still considered high portion of TTT in classroom learning activities since the teacher 1 spent about 64.3% of the total class time (5400s), and 41.8% spent by the teacher 2. The questionnaire result obtained from the teacher 2 seems to be far different from the result of the observation since the total time spent was 4069s or 75.3%.

2. The implication of the TTT in ELT Classroom

The result of the observation shows the percentage of the Teacher Talking Time (TTT) in the classroom which is highly dominating the ELT process. It has a significant impact to Student Talking Time (STT). The implication to students is the minimum participation in speaking, so the teacher used most of the class time in talking. The student also had a minimum access to participate in classroom learning activities because they used more time listening to the teacher. It was significantly influencing to the students role and involvement in classroom learning activities where they were not given chances and opportunities to participate more.

It was about 5400 second spent by the teacher in ELT classroom including the student's involvement. Otherwise, the total time used by the teacher was approximately 4.385 second (81.2%) by the teacher 1 and 4.069 second (75.3%) by the teacher 2. It can be concluded that the student

will have less time in participating in speaking where more than 70% of the allotted time spent by the teachers. Those numbers have shown the domination of TTT in ELT classroom, and significantly influence the Student Talking Time (STT).

B. Discussion

The discussion section refers to interpretation of the findings derived from the result of data analysis.

The Teacher Talking Time (TTT) in ELT classroom is definitely dominant during the classroom learning activities since the data analysis has proven that the total TTT in ELT classroom is considered high. It is proven by the percentage of TTT in ELT classroom still high since the final calculation of the TTT has shown the high percentage of TTT with 81.52% by the teacher 1 and 75.3% by the teacher 2. Therefore, it was really influential to Student Talking Time (STT) in which they had less time participating in classroom learning activities which was only 1015s (18,79%) in T1 class, and 1331s (24,64%) in T2 class. This implication is potentially causing the student to have a minor role in the classroom. The students were the passive learners since they were not given more opportunities to experience, practice, and chance to express their ideas.

The frequency of TTT and STT should be organized well in order to have a well-organized English classroom. The implication of high TTT will definitely reduce the STT in which the students will have less time in practicing, doing conversation, questioning, responding, arguing, and participating actively in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

In relation to the result of this research, the writer comes to conclusion and suggestion for further research in this area. This is not a final research in the area of TTT and STT, but just the beginning of the advanced research in the future. The conclusion and suggestion are as follows:

A. Conclusion

The writer concludes the following;

1. The total TTT in ELT classroom was considered too high in which the teacher was still dominating the classroom speech. Consequently, the students had less time participating in speaking or producing words or sentences because they were not given enough time and opportunities to express ideas, interact orally, and even questioning.
2. STT has low percentage during the classroom learning activities since the teachers were dominating in talking in the classroom such as explaining, correcting, giving instruction, mocking, and many other types of speech which are explained in the earlier chapter.

B. Suggestion

It is expected that the result of this research will bring much benefit to the next researchers in conducting an academic research in the area of TTT. Here are some suggestions for further research on this area:

1. The next research is possibly examining the total TTT and STT in different subjects, teachers, students, and institution in order to contribute in the development of academic research on TTT and STT
2. The next research should also examine to find the solution to reduce or minimize the TTT and increase STT.
3. The next research should also involve more samples in order to contribute in the development of studies on TTT and STT
4. It is also necessary for the next researchers to design interactive teaching and learning aids to increase STT and to reduce TTT.

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